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Leadership in Education

THE articles on Leadership for the April number of the Phi Delta Kappan relate primarily to problems which leaders in education should attempt to solve. They are illustrations of innumerable problems which challenge the best thinking of wide-awake, progressive educators. Phi Delta Kappa will make its largest contribution to the cause of education when its members, individually and collectively, aid in the solution of these problems.

The personal interpretation of the aims and ideals of Phi Delta Kappa by a member of Xi Chapter was received too late to be included in the summary on which the President's communication in this issue of the Phi Delta Kappan was based. It is included in this section because of its excellent suggestions concerning Research, Leadership and Service. In this respect it illustrates the valuable contributions contained in forty or more reports which were received from other members of the Fraternity.

WILLIAM S. GRAY, National President.

Problems Challenging Leadership in Education

LEADERSHIP is essential in all lines of human activity. It is essential to progressive steps and to the maintenance of those steps. In this period of reconstruction it is at a premium in the field of education. We are now seemingly at the crest of the wave of intensive need along this line in view of the many broken individual and institutional anchor chains and of the threatened giving way of still others. We are at the crest of the wave of need along this line, moreover, because of the growing realization of the undeveloped mental and moral resources of our nation. There is a distinct realization that the development of intelligence alone does not promise salvation to the world. Intelligence without a moral rudder may even become a prime factor in civilization's destruction.

Some of the specific and pressing problems that challenge leadership in education at the present time are:

1. The problem of sources of funds for the adequate support of Education. Local taxation which is based primarily upon real estate and personal property seems to be approaching the limit of burden that it can stand. National and state governments have been reaching into other possible sources of revenue, so that it seems almost impossible for local units to continue to meet the growing demand

for adequate support of the whole of education. The question of the income tax, modified by exemption and gradation according to ability to pay, as a source of additional income seems to need investigation.

2. The problem of getting suitable men and women into the teaching profession and holding them there. This involves opening the eyes of business men to the danger of robbing schools of their present scholars and of diverting the flow of promising new material away from the teaching profession. This whole problem further involves a careful study of working conditions and of the rewards connected with the teaching profession, because teachers humbled by an inferior social prestige and by too little to eat and wear cannot assume the leadership that their official positions would normally justify.

3. Further development of the whole field of educational research, especially along the line of determining the learning process, the length of the learning period, the degree to which the shouldering of responsibility is essential to maximum development, and the methods of improving instruction and of extending the use of responsibility for developmental purposes.

4. The problem of just what things should be reduced to a habit basis, whether embodied in the conduct of the

individual or in the institutional life of the community.

5. The problem of the development of spirit and belief so that men will go out with convictions to do the best possible for the world.

6. The problem of the extent to which common knowledge should be aimed at for the sake of solidarity and the extent

to which specializing should be encouraged for the sake of progress.

7. The problem of the establishing of an international council of education to be organized so that its roots reach into every community of the world.

H. L. SMITH,
Dean, School of Education,
The University of Indiana.

A Suggestion for Advancing Educational Leadership

OF MEN and women at present responsible for educational policies, the proportion who have had training in the methods of accurate measurement of educational products is increasing rapidly from year to year. That proportion is, however, very small as yet. The great majority of superintendents and supervisors still partake of discussions of the science of education as onlookers, rather than as sharers. This being the case, the opportunity as well as the obligation resting upon the newer recruits in education is very great indeed. If education is to make the advance which its friends hope for it, it will do it through the painstaking work which students recently trained in the science of education will make after they enter the practical public-school field. Of such men, it is fair to assume that Phi Delta Kappa contains the cream, and we have a right to look to members of Phi Delta Kappa for the most excellent work in advancing the cause of education.

Too often a man, even though imbued with the spirit of science in education, regards his work as completed when he has made careful application of the principles of that science to his own job. Too seldom does he feel the responsibility of advancing the science itself. This would not be so serious for education if the science were older and more completely established. Under present circumstances, however, the very life of the science itself depends upon accurate assembling of data from the fields of education, and this assembling can be done only by persons sufficiently trained in the science to recognize the needs of accuracy as well as to understand the

methods essential in safeguarding the data.

If, therefore, we succeed in establishing the leadership to which Phi Delta Kappa is entitled, it will be by means of members of the fraternity taking seriously their obligations as students of education after they enter upon their fields of service. To this end groups of research workers might well be organized in the various areas over the country to take on the collection of data bearing upon different aspects of the science of education. If this is done, it seems certain that leadership in education will pass much more quickly than it otherwise would from those who teach school as job holders to those who teach school as professionals.

In the hope of meeting more effectively the obligations referred to above, the Kansas alumni chapter of Phi Delta Kappa, having members in many of the most progressive school systems in the state, appointed recently a research committee whose function it is to be a clearing house for the researches already under way, and also to encourage the taking on of careful studies by other members of the organization. Only time can tell whether this movement can succeed, but it was begun in the belief that many in the practical field of education should be constant students of the science, and that as members of Phi Delta Kappa they have sufficient training and skill to make worth-while contributions in their field.

F. J. KELLY,
Research Professor and Dean of University Administration, University of Kansas.

"A Personal Interpretation of the Aims and Ideals of Phi Delta Kappa."

By John A. Hollinger, Director of Nature Study and School Gardens, Public School of Pittsburgh, Pa., a Member of Xi Chapter, University of Pittsburgh.

IT SHALL be the purpose of Phi Delta Kappa to support the highest educational ideals and to encourage an unswerving allegiance to those principles underlying American public education. Phi Delta Kappa shall exist for the mutual help of men of sound moral character and of recognized professional training and ability.

If true to its purposes Phi Delta Kappa is comprised of rather highly selected groups of men in the educational field, men of valuable experience. This experience is available for all if the fraternity exists for mutual help.

The three ideals of Phi Delta Kappa are Research, Service, Leadership. Research, so that problems may be easily understood and difficulties scientifically solved. Problems come upon us thick and fast. Lines of communication pick up current events in all quarters of the globe and in every phase of our complex existence. Questionnaires thrust themselves upon us unawares. The modern pace scarcely permits an individual to stop to ponder one problem before another claims his attention. Research must locate the problems that are important and diagnose the conditions surrounding them. Then scientific methods of solution may follow. Available knowledge can be brought to bear upon these solutions if high-minded men unite their experiences.

Service, as an expression of unselfish desire to render the results of training of real benefit to humanity, can be so crystallized in Phi Delta Kappa that it may contribute to the common good. The great gulf between the vicious and the good needs to be bridged.

Capitalism, which seems to influence every phase of present day life, will hardly bridge the gap. Although this is an age of surplus, the true Phi Delta Kappa man is willing, although some-

what reluctantly at times, to let the profiteer revel in his affluence, while his servitor of the race, chosen by the fraternity, a Phi Delta Kappan, serves unselfishly to render the results of his training of real benefit to humanity. Service is the highest act that any man can perform. Education performs the double service (1) of aiding individual minds to prepare for the reception and use of knowledge, and (2) of communicating what men through periods of time have learned about nature and humanity. This service is interpreted as mutual helpfulness in the fraternity and as ministration to actual wants and legitimate desires of humanity.

The third ideal is Leadership, as an encouragement of constant professional growth so that individual fitness for larger service may result. W. D. Mather, curator of Vertebrate Paleontology, American Museum, wrote: "I cannot see that there is any evidence of the improvement of the human intellect in historic time. The Dialogues of Plato appear to be written for minds fully as acute as those of modern students of philosophy. The perceptive and reasoning powers of the writers of the Bible seem to be on a par with those of modern writers." Only those may be real leaders whose superiority is real because it consists of intellectual abilities and of moral character, not of artificial social distinctions or of mere claims. Social problems demand so much of our attention as to leave little time for reflection. A mind of high caliber is not essential to the man seeking and winning popularity. Mere approval of one's fellows seems to rank high in many social circles. High thinking, far seeing men are rather scarce and are not the most popular. Men of vision are not developed in small offices. The outstanding figures of the human race come from the mountain tops.

Phi Delta Kappa men may climb to the mountain top and there, with only the inner circle present, stimulate one another to mount higher and higher. Nothing so stimulates Brother B as the fact that Brother A has forged ahead. The key serves as a spur to concentrated effort.

Several considerations may be helpful in attaining more nearly the ideals presented here. The purposes and ideals of the fraternity should be recited to initiates when they enter the fraternity, not simply as mere parts of a ritual. But on the other hand candidates must be made to feel that their lives are to be devoted to these purposes and ideals. New members should not be admitted in too large numbers.

The membership should not increase too rapidly for fear of defeating the purposes of the fraternity. Its high class must be maintained. If all the time is given to the initiation of candidates when shall the real purposes be accomplished? Some important educational problems

are demanding attention.

Child study has had its vogue, so has teachers' methods. Has content of the curriculum had its share of discussion, criticism, and evaluation? Are conditions for effective educational work as good as they can be made? Many other problems might be mentioned.

While organizing my notes this afternoon, a ray of brilliant sunlight coming from behind the clouds struck the window of my study and cast a chromatic spectrum upon my paper. The various colors were blended into harmony of exquisite beauty. It soon passed but it left an eternal impress upon me. No single agent, no single color, can produce such an effect. Neither the sun without the transmitting media, nor red, nor yellow, nor blue, but all acting simultaneously, combine the spectrum into a grand harmony. So our common experiences transmitted through the crucible of Phi Delta Kappa should help each one of us to realize more nearly the ideals of Research, Service, and Leadership.

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